**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade:2** | | | **Date(s)**: Day 3of Task 1 |
| **Unit Title:**  **Unit 1: Understand Place Value (hundreds, tens, ones)** | | | | **Corresponding Unit Task:** *performance task that this particular lesson will lead to.*  Take an inventory of the school supply store by determining how many items are leftover from last year. Use skip counting to help you find the total number of each item. | | |
| **Essential Question(s):**  **How do patterns help me skip count? How do I compose numbers up to 1000? How do you know the value of a number?**  **(These stay up during the entire 25 days)** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Baskets of different numbers of pencils or classroom supply items for grouping, rubber bands, generic chart for graph, hundreds board and counters (optional), small groups of items (optional), number line** | | **Student:**  **Math journals, pencils** | | | **Hundreds**  **Tens**  **Ones**  **Fives**  **Skip counting**  **Bundle**  **Group**  **Tally marks**  **Record**  **Graph**  **Number line** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **2.NBT.1: Understand that the 3-digits of a 3-digit number represent the amount of hundreds, tens, and ones.**  **2.NBT.2: Count within a 1000; skip count by 5’s, 10’s, 100’s.** | | | | | |
| **I Can Statement(s):**  **I can skip count by 10’s to 100.**  **I can skip count by 5’s to 100.**  **I can skip count from a given number by 5’s to 1000.**  **I can understand that each digit in a 3 digit number represents hundreds, tens, and ones.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  RINGO RANGO SONG to allow students to review counting by 10’s from previous day.  Then sing the counting by 5’s stanza of the song to engage students in counting by 5’s. | | | | | |
| **Teacher Directed:**  **Teacher will model how to count by five using students fingers as an example. Using one table of students, the teacher will count the number of fingers at that table by skip counting aloud by 5’s. The teacher will then tell the total number of fingers at that table (ex: There are 25 fingers at Jeff’s table). The teacher will ask the other tables to mentally think if their table would have the same number of fingers. The students would talk at their tables to compare their thoughts on the question. The teacher would ask for the first table to count aloud to the class to show the number of fingers at their table. Then the next table would count on from that number to show their number of fingers. Continue this process until all tables have counted aloud their number of fingers which will result in the total number of fingers for the entire group of students.**  **Using a number line, the teacher will skip count orally by 5’s along with the students to arrive at total number of fingers for the class.** | | | | | |
| **Guided Practice: Teacher will need to pre-count items to ensure that items can be bundled into groups of 5.**  **Then ask students to look at the basket of materials on their table (pencils or glue sticks and rubber bands). Students will work cooperatively to bundle the items into groups of 5. Then the table will skip count by 5’s to count the total number of items at their table. You can have a variety of other classroom supply items at the tables as needed for your level of students. Students will count aloud to the class to show the total number of pencils for their table and as previously done with the finger exercise, students will count on to the previous tables number of pencils. The teacher would record the total number on the board or on a generic graph chart. The teacher could use tally marks to reinforce the concept of counting by 5’s.** | | | | | |
| **Independent Practice:**  **In the students’ math journals the student will record, using tally marks, the number of pencils at their table. The teacher will monitor the students working to ensure that they grasp the concept of tally marks. Then each table of students would rotate to another table to count and record the number of pencils at that table with corresponding tally marks. Teacher would collect math journals to check for accuracy.** | | | | | |
| **Closing/Summarizing Strategy:**  **Students will talk at their tables about what they learned today and why counting by 5’s is faster than counting each individual item.**  **Teacher asks: How are numbers counting by fives similar and different?** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Skip counting with other numbers rather than the general numbers with 0 or 5 in the ones.  Have an additional table supplied with items that you cannot bundle evenly in groups of 5 (perhaps 2’s or 3’s) | | | Have students count by 5’s using a hundreds board and placing a counter on the corresponding number.  The student could use five individual unifix cubes and connect them horizontally in groups of five to represent a group of five tallies. | | | Students count small groups of items using one to one correspondence building up to the groups of 5 concept. |
| **Assessment(s):**  **Play Cherry Pie starting with a given number and counting by 5s. The second round of the activity would start with a higher number. Teacher will make informal notes about the students that struggle to find the next number.** | | | | | | |
| **Teacher Reflection:** (Next steps?)  This is for after the lesson has completed. Teachers will need to decide on what went right/wrong and complete this here. | | | | | | |